

Culture of the East Asian World
Headstart/First Semester Asian I School

Volume III
Country Area Studies: Thailand, Vietnam,
Philippines, Myanmar, Cambodia, Laos,
Indonesian Archipelago, Australia and New
Zealand
Unit 12 e-j

May 1998
Defense Language Institute
Foreign Language Center

Acknowledgments

Chaplain (MAJOR) Kenneth L. Sampson, Curriculum Development and Instruction, World Religions, Defense Language Institute Foreign Language Center, developed this Culture of the East Asian World text. This student workbook accompanies Headstart and first semester instruction in the Asian I School of the Defense Language Institute Foreign Language Center, Presidio of Monterey, California 93944-5006.

The Defense Language Institute Foreign Language Center gratefully acknowledges permission to reproduce the following copyrighted material.

Dr. Kamil Said, Senior Lecturer, Naval Postgraduate School, National Security Affairs: From Syllabus, Islamic Civilization, NS 4300 and NS 3300, Sep 1984. Used by permission of the author.

Cragg, Kenneth, Readings in the Qur'an @ 1988, by Collins Publishers, London. Reprinted by permission of the publisher.

Cummings, Joe, From the Lonely Planet Travel Survival Kit--China. Used by permission of Lonely Planet Publications, Limited, P.O. Box 617, Hawthorn, Victoria 3122, Australia.

Fessler, Loren: From Life World Library: China by Loren Fessler and the Editors of Time-Life Books @ 1963, Time-Life Books, Inc.

Hall, Edward T. and Mildred Reed Hall: Understanding Cultural Differences, @ 1990 by Intercultural Press. Reprinted by permission of the publisher.

Hersey, John: From The Call @1985, New York: Alfred Knopf and the estate of John Hersey. Used with permission.

Meredith, Susan: From The Usborne Book of World Religions @ 1996 by Usborne Publishing Ltd., 83-85 Saffron Hill, London EC1N 8RT, England. Used with permission.

Mouw, Richard J.: From Uncommon Decency @ 1992 by Richard J. Mouw. Used by permission of InterVarsity Press, P.O. Box 1400, Downers Grove, IL 60515.

Pagonis, Lt. Gen. William G. with Jeffrey L. Cruikshank: From Moving Mountains: Lessons in Leadership and Logistics from the Gulf War @ 1992, Boston: Harvard Business School Press, pp. 115, 116. Reprinted by permission of the publisher.

Shaffer, Francis and Polly McRee Brown: From "The Peoples of China" map, National Geographic Society, Washington, DC 20036, July, 1980. Used with permission.

Spence, David: Information used from The Multifaith Calendar @ 1996, 33 Arrowwood Place, Port Moody, BC, V3H 4J1. 604-469-1164. Used with permission.

Thompson, Sue: Holidays, Festivals and Celebrations of the World Dictionary, @ 1994, Detroit, Omnigraphics. Used with permission.

Wenzhong, Hu and Cornelius L. Grove: Encountering the Chinese--A Guide for Americans, @ 1991 by Intercultural Press. Reprinted by permission of the publisher.

Yong-Chol, Kim: Proverbs East and West, @1991, Elizabeth, New Jersey: Hollym. Used with permission.

Clip art used throughout The Culture of the East Asian World comes from the following permission free sources.

Youth Specialties Books: From ArtSource Volume 7: Variety Pack @1995 by Youth Specialties, Inc., Zondervan Publishing House, Grand Rapids, Mich.

Youth Specialties Books: From ArtSource Volume 8: Stark Raving Clip Art @1997 by Youth Specialties, Inc., Zondervan Publishing House, Grand Rapids, Mich.

Church Art Works: From Vol V, Amazing Oddities and Appalling Images @ 1992 by Youth Specialties, Zondervan Publishers, Grand Rapids, Mich.

Church Art Works: From Vol VI, Spiritual Topics @ 1992 by Youth Specialties, Zondervan Publishers, Grand Rapids, Mich.

Dave Adamson and Steve Hunt of Church Art Works: From Youth Ministry Clip Art @ 1982 by Group Books, Loveland, Colorado.

Introduction

Wayne Rice, ed.: From Youth Specialties Clip Art Book @ 1985
by Youth Specialties, Zondervan Publishers, Grand
Rapids, Mich.

Youth Specialties Clip Art Book, Vol II @ 1987 by Youth
Specialties, Zondervan Publishers, Grand Rapids, Mich.

The Defense Language Institute Foreign Language Center
also thanks Vivian Carter and the Central Intelligence Agency
Map Services Center, Washington, DC 20505, for supplying the
full color maps.

Permission to use some text and graphics contained in
these materials has been obtained from the copyright holders
for the exclusive use of the Defense Language Institute,
Foreign Language Center. Reproduction is not authorized.

Inquiries on these materials should be addressed to the
Copyright Officer, Defense Language Institute Foreign
Language Center, Presidio of Monterey, CA 93944-5006.

Introduction

1. Overview This text provides concluding country area studies for the East Asian world. Volume III (Unit 12 e-j) surveys (e) Thailand, (f) Vietnam, (g) the Philippines, (h) assorted Southeast Asian countries--Myanmar, Cambodia and Laos, (i) the Indonesian Archipelago--Brunei, Indonesia, Malaysia, Papua New Guinea and Singapore and (j) Australia and New Zealand. It also includes an Answer Key and Glossary.

2. Intent The following perspectives are helpful when considering the importance of country area studies for Military Intelligence linguists.

a. Mandate The country area studies included fulfill, in part, the Defense Language Institute Foreign Language Center's mandate from the National Security Agency. Concerning Area Study Requirements, the National Security Agency/Central Security Service guidance concerning Cryptologic Final Learning Objectives states:



"In addition to acquiring language proficiency and skills, the DLI basic course graduate should have a basic understanding of a variety of topics as they relate to the target culture and should possess a functional general vocabulary related to each of them...These topics include...

Cultural and Social. Sufficient cultural, social, and historical knowledge to understand sports, holidays, customs, social taboos, cultural observances or events, as well as significant expressions of inter-cultural or intra-societal relations and conditions." (Enclosure 4. General Intelligence Final Learning Objectives: Area Study Requirements. National Security Agency/Central Security Service Memorandum dated 18 December 1992, p. 17.)

b. Significance of Religion For each country area study, religious dimensions of culture receive specific attention. This treatment is based, in part, upon the

findings of Professor Samuel Huntington, who writes, *"The central elements of any culture or civilization are language and religion."* (The Clash of Civilization and the Making of World Order, p. 59.) (For amplification of the importance of culture/religion content final learning objectives, see Volume I, Culture of the East Asian World, Unit 1 "Cultural Awareness" and Unit 4 "Gestures and Taboos.")

c. Culture Importance LTC Douglas Scalard, US Army, addresses the tremendous need for cultural understanding in his recent (July-August 1997) Military Review article entitled "People of Whom We Know Nothing: When Doctrine Isn't Enough." After addressing the new global roles for US Armed Forces in the conduct of unconventional missions, LTC Scalard writes:

"We often make only half-hearted efforts to understand the people with whom we will be dealing...as a US Marine Corps general with extensive peace operations experience told a 1994 US Army Command and General Staff College (USACGSC) Class,

'You have to understand the culture you're getting involved in. We never do a good job of cultural intelligence, of understanding what makes people tick, what their structure is, where authority lies, what is different about their values and their way of doing business.'



Cultural bias limits our ability to understand what is going on around us and often prevents commanders from making informed decisions."

d. Peace Operations Peace Operations (Operations Other Than War, Support and Sustainment Operations) present unique challenges for US Armed Forces personnel. Among those applicable to military linguists are the following.

(1) Mission Awareness of cultural/religious influence within an area of operations enables intelligence analysts to fulfill an important aspect of their peace operations mission.

"The analysis [of the local area] includes...ethnic backgrounds, languages, and religious beliefs; tribe, clan, and subclan loyalties;...holiday and religious observances practiced by the local populace." (FM 100-23, Peace Operations, p. 46.)

In addition, "[a]ll personnel involved in peace operations must receive training on the customs of the local population and coalition partners." (FM 100-23, p. 88.)

Often, military linguists, civil military personnel and unit ministry teams (chaplains and chaplain assistants) become the on-the-ground experts for training units in these sensitive cultural areas.



(2) Complexities In his helpful article entitled "Military Stability and Support Operations: Analogies, Patterns and Recurring Themes," military historian Lawrence Yates discusses the importance of cultural understanding to peace operations. In describing the complications and entanglements of peace operations, Dr. Yates writes:

"Perhaps the most difficult adjustment troops must make is to the target area's culture...Ethnocentrism and cultural arrogance often accompany US troops into foreign countries...All US officers...should expect to be called on to demonstrate restraint, together with a keen sensitivity to political considerations and to alien cultures, either or both of which they might find repugnant or unintelligible.

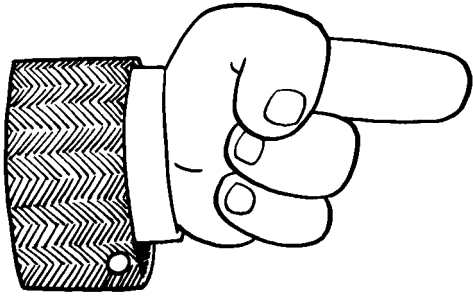


They should expect ambiguity, fluidity, constraints, dejection, frustration and the unknown--in short, they should expect the worst. If these expectations are not realized, they will be pleasantly surprised. If the worst does occur, officers and soldiers will be better prepared to deal with the situation." (Military Review, July-August 1997, pp. 60-61.)



3. Breadth of Treatment Some linguists may question the importance of exposure to such a wide variety of countries ("If my target language is Chinese, why should I know anything about Thailand?) These country area studies provide a global perspective--treating seventeen East Asian nations--for the following reasons.

a. Perspective Cultures and nations do not exist in a vacuum. What affects one country or region often directly impacts another. This sense of interdependency and interaction between cultures will tend to increase as the communications revolution expands.



Linguists are not immune to the dynamics of these mutually dependent cultures. The raw data of intelligence gathering--whether at a strategic, operational or tactical level--is affected by this interdependency. Breadth of outlook offers a context in which understanding can occur.

b. Versatility Our nation increasingly calls for linguists to meet diverse challenges, shift focus, maintain fluid tolerance, and move from one role or mission to another, rapidly and efficiently. We see this necessity to demonstrate versatility in the following ways:

(1) Global Deployability *"Under current US national strategy of engagement and enlargement, we have entered an age where virtually every regional or local crisis on the globe is considered a potential occasion for US military intervention. With the real possibility of deployment in support of peace operations facing every American servicemember at some point in his or her career, military leaders face the challenge of educating a steadily increasing portion of our forces..."*



(*"People of Whom We Know Nothing: When Doctrine Isn't Enough," LTC Douglas Scalard, Military Review, July-August 1997, p. 4.*) It becomes increasingly necessary for all military members to adapt a global perspective, and to possess expansive parameters of interest.

(2) Advisors to Command Linguists, as formal or informal subject-matter-cultural-experts, contribute much to preparing American military personnel for diverse peace operation challenges. Intelligence personnel--especially at the tactical level--often are the sole members of their unit who possess credible skills sufficient to advise commanders in the sensitive, often ambiguous, cultural dimensions of an

Introduction

area of operations. In the eyes of their command, linguists are subject matter experts. Quick changing mission requirements may pull a voice intercept operator from a strategic position and overnight immerse him or her in a tactical operation. Succinct, immediate cultural/religious information becomes necessary.

(3) Location Linguists often conduct their mission in a nation where the language and culture is other than that of their target language. For example, a Chinese intercept transcriber may operate out of Osan, Korea; a Russian linguist may be stationed in Camp Zama, Japan. Awareness and knowledge of the target language is important. Understanding of host nation practices becomes crucial.



c. Combined Operations. These missions, conducted by forces of two or more allied nations acting together, require necessary understanding of a variety of cultures/nations. FM 100-5, Operations, states:

"Each partner in combined operations possesses a unique cultural identity, the result of language, values, religious systems, and economic and social outlooks. Nations with similar cultures are more likely to have similar aspirations. Further, their armed forces will face fewer obstacles to interoperability in a combined force structure. Nations with divergent cultural outlooks have to overcome greater obstacles in a coalition or alliance."



Armies reflect the national cultures that influence the way they operate. Sources of national pride and cultural sensitivities will vary widely, yet the combined force commander must accommodate them. Differences in work ethic, standards of living, religion, and discipline affect the way nations approach war.

Commanders cannot ignore these differences because they represent potential major problems. Even seemingly minor differences, such as dietary restrictions or officer/soldier

relationships, can have great impact. Commanders may have to accommodate religious holidays, prayer calls, and other unique cultural traditions that are important to allies." (p. 5-2)

d. Reference The broad, seventeen country treatment given in these volumes provides a ready, in hand reference for immediate use or further study.

4. Statistical Charts Each country begins with a statistical listing. Though not culture/religion specific, these charts assist understanding of underlying issues.

For purposes of familiarity and comparison, and to offer a context, the following table lists data for countries with which many military personnel may be familiar.

Country	United States	Germany	Somalia	S. Korea	Thailand
<u>Popula</u>	264 mil	81 mil	7,347,554	46 mil	60 mil
% < 15	22%	16%	45%	24%	31%
<u>Commo</u>					
TV	1:1	1:3	N/A	1:5	1:17
Radio	2:1	1:2	1:16	1:1	1:6
Phone	1:1	1:2	N/A	1:2	1:36
News	250:1000	402:1000	N/A	N/A	72:1000
<u>Health</u>					
Life Ex	73/80	73/80	55/56	68/74	65/72
Hosp	1:218	1:126	1:1053	1:379	1:604
Doctors	1:391	1:313	1:19,071	1:902	1:4,327
IMR	8:1000	6:1000	120:1000	21:1000	36:1000
<u>Income</u>	\$24,700	\$16,500	\$500	\$9,500	\$5,500
<u>Literacy</u>	96%	100%	24%	96%	89%

Population and % under 15 (% < 15) indicates the percentage of youth yet to attain prime military/employment age. A high % < 15 could predict possibilities for societal unrest in the near future.

Communication points out how quickly and readily information is transmitted to the whole populace. Along with the literacy rate, it suggests the abilities of a country to foster open thought and dialogue.

Health Concerns--life expectancy, hospital beds per population and doctors per 1,000 members of the country--are most readily apparent in the Infant Mortality Rate (IMR). This statistic relates the number of deaths in the first year per 1,000 live births.

Culture of the East Asian World--Volume III

Table of Contents

	Page
Introduction	f1intro.doc
Unit 12e Thailand	f2thaila.doc; f3thaila.doc
Objectives.....	1
Resources for Further Study.....	25
Vocabulary List.....	29
Review Quiz.....	31
Unit 12f Vietnam	f4_vietn.doc; f5vietna.doc; f6vietna.doc; f7vietna.doc
Objectives.....	35
Resources for Further Study.....	55
Appendix: Chronology--Vietnam, 1945-1975.....	65
Vocabulary List.....	83
Review Quiz.....	88
Unit 12g Philippines	f8philip.doc; f9philip.doc
Objectives.....	95
Resources for Further Study.....	115
Vocabulary List.....	120
Review Quiz.....	122
Unit 12h Myanmar, Cambodia, Laos	g1myanma.doc; g2cambod.doc; g3laos.doc
Objectives.....	127
Myanmar (Burma).....	128
Resources for Further Study.....	144
Cambodia.....	149
Resources for Further Study.....	160
Laos.....	165
Resources for Further Study.....	178
Vocabulary List.....	179
Review Quiz.....	182

Unit 12i Indonesia Archipelago

g4indone.doc;

g5indone.doc; g6indone.doc; g7indone.doc; g8indone.doc

Objectives.....	185
Brunei.....	187
Indonesia.....	192
Resources for Further Study.....	218
Malaysia.....	222
Resources for Further Study.....	234
Papua New Guinea.....	237
Resources for Further Study.....	242
Singapore.....	245
Resources for Further Study.....	260
Vocabulary List.....	262
Review Quiz.....	263

Unit 12j Australia and New Zealand

g9aussie.doc;

hlaussie.doc

Objectives.....	267
Australia.....	268
Resources for Further Study.....	276
New Zealand.....	279
Resources for Further Study.....	282
Vocabulary List.....	284
Review Quiz.....	285

Answer Key.....h2answer.doc.....	287
----------------------------------	-----

Glossary.....h3glossa.doc.....	301
--------------------------------	-----